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ABSTRACT

This paper discusses in a general way the roles and commitments of guidance workers and counselors, hopes for guidance and counseling programs in the future, and the author's perceptions of the Education Amendments of 1976 (Public Law 94-482). (These amendments authorized guidance and counseling functions to touch people throughout their life spans in educational settings from elementary through postsecondary levels.) The author states that the guidance legislation in this law is probably more comprehensive than any since 1958 and has great potential for shaping the direction of guidance. She also notes that suggested legislation in the form of an omnibus bill would recognize the importance of counselors and guidance workers and the need for guidance and counseling programs as being central to facilitating an optimal learning climate for human development. Questions and answers about the helping roles of guidance and counseling in various settings are included. (MF)

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Occasional Paper No. 25

PROGRAMS OF GUIDANCE AND COUNSELING BECOMING OF AGE: IMPLICATIONS FOR VOCATIONAL EDUCATION R & D

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- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
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- Conducting leadership development and training programs

Programs Of Guidance And Counseling Becoming Of Age: Implications For Vocational Education R&D

By Laurabeth H. Hicks

Occasional Paper No. 25

THE CENTER FOR VOCATIONAL EDUCATION
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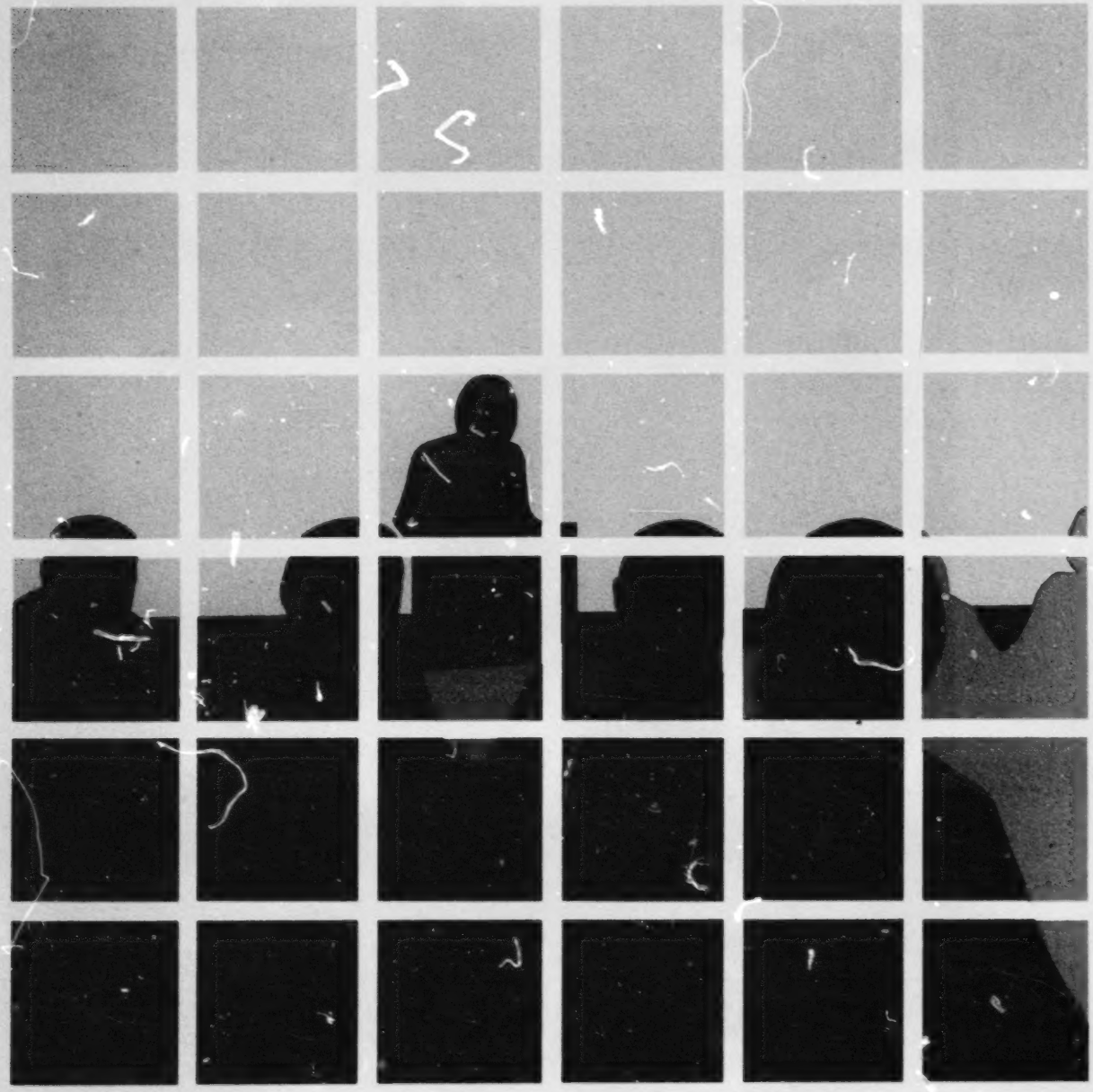

PREFACE

As a continuous part of The Center's staff development lecture series, Dr. Laurabeth H. Hicks was recently invited to present a lecture to The Center on the topic, "Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D." Dr. Hicks, Director of the Division of Secondary Occupational Planning in HEW's Office of Education, has broad professional experiences in occupational guidance and counseling. She is responsible for providing leadership for planning and developing occupational counseling and guidance programs in the Bureau of Occupational and Adult Education, U.S. Office of Education.

A native of Texas, she hold both a Master of Arts and Ph.D. from the University of Minnesota. Her undergraduate preparation was at Prairie View University, Texas.

Dr. Hicks is an educator, counselor, and sought after consultant in guidance, counseling, and human relations endeavors. She holds membership in such professional organizations as the American Personnel and Guidance Association and the Association of Supervision and Curriculum Development.

The Ohio State University and The Center for Vocational Education are honored in sharing with you Dr. Laurabeth Hicks' presentation, "Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D."

Robert E. Taylor
Director
The Center for Vocational Education

PROGRAMS OF GUIDANCE AND COUNSELING BECOMING OF AGE: IMPLICATIONS FOR VOCATIONAL EDUCATION R & D

Introduction

The year 1976 was one of the most important in the growth and implementation of guidance and counseling programs, services, and practices. It might well be viewed as the year when guidance and counseling became of age.

The Education Amendments of 1976 (Public Law 94-482) have contributed greatly to the growing up of guidance and counseling. These amendments have authorized guidance and counseling thrusts of various magnitude which can touch people throughout their life spans, in educational settings from elementary through the post-secondary levels. The recommended appropriations would encourage creativity and innovativeness in assisting people in all segments of our society to live personally satisfying and productive lives.

The new law takes into consideration the developmental concepts which indicate the need for mastery of different and specific coping behaviors or life skills crucial to one's functioning effectively at different life stages. It focuses on lifelong learning and provides for both the preventive and remedial aspects of guidance and counseling to increase the probability that people of every segment of our society will live with dignity. It is sensitive to the "so called" normal individual as well as concerned with facilitating the growth, development, and rehabilitation of individuals with special needs, disadvantaged groups, youth who are out of school, and to decreasing sexism throughout our land.

Some phases of the guidance legislation found in the law reflect the mood of the country for accountability for very specific outcomes—a case in point is decreasing unemployment so prevalent among youth. The guidance legislation in the law is probably more comprehensive than any passed since 1958 and has the potential for shaping the direction of guidance in heretofore undreamed of ways.

Hopes for Counselors and Programs of Counseling and Guidance

In trying to conceptualize what the future holds for guidance and counseling and the helping profession, it might help to look at it in much the same spirit as Dr. Martin Luther King, Jr. observed his world. It seemed that his movement into his world was governed more by his aspirations than by the events around. If King had been guided by the discouraging happenings in his world, he would have quit his search for justice for all people. Fortunately, his hopes for all people kept him moving steadfastly toward his goal. He seemed to be following the beat of another drummer and was able to lift others to nobler efforts. In similar fashion we counselors and guidance workers in the helping relation must come together to lift all of the helping professions to our highest yearnings. This involves listening to our best selves as well as nurturing each other when we falter in our pursuit of the magnificence of the human spirit. This kind of team effort could maximize many times over the

results of our individual efforts in assisting the maximal growth and development of people whom we help both in formal and informal ways.

Dr. Martin Luther King, Jr. said, "I have a dream" and in like manner, we counselors and guidance workers must say, "I have a hope." In this context we have hopes for increases in the number of individuals who live productively and meaningfully. We can hope that they will have jobs that satisfy them; that they will acquire adaptive life skills which include problem solving and decision-making skills; and that they will relate positively to people around them as a result of the effective people who coordinate programs of guidance and counseling. We must move toward that hope with all the skill and fervor that talent can deliver.

This does not mean that we must all adopt the same goals or processes, but rather that we will be willing and able to undergo close scrutiny by other professions that will recognize us as effective colleagues. Specifically, this means that we will welcome the opportunity to put ourselves on the line and become leaders in the movement to make our efforts more effective. I have a hope that counselors will unashamedly support an ethical view of education. This is consistent with the needs that gave rise and impetus to our profession. Our people began to concretize their concern for a decent life for all people by creating programs of counseling and guidance throughout our society. A large part of their hope was that specialists in decision-making could help people choose more effectively and thus facilitate their personal growth as well as that of society.

These efforts also were practical in terms of decreasing welfare roles, lessening crime, and eliminating school dissatisfaction and dropout, and were buttressed by our yearning for fulfillment of the individual and collective human spirit. This force said that wise choices are both instruments for society and essential for the human spirit. Through this thrust the helping profession (counseling, guidance specifically) has had a fine opportunity to remind schools and society at large that life and living are what this world is about. When we lament that schools are faltering in their loftiest mission, we must also ask ourselves individually and collectively what we are doing to keep them moving toward the goal. Hopefully, in the future, counselors will be more effective both in stating our highest aspirations for mankind and in persuading others to join us in their pursuit.

I have a hope that counseling and guidance will be at the heart of the fabric of society. In actuality, this means that counseling and guidance will be a life style which is an integral part of all human relationships. If this is to become reality, we must demonstrate that facilitative interpersonal relationships are both possible and effective in the real world. For too long society's broader context has looked at counselors and others in the helping professions only to see us as no more effective (and sometimes less effective) than people in general. One of our colleagues said that many of us leave teaching to become counselors so that we can face the enemy one at a time. Perhaps our greatest challenge today is to do our work so that in the future people can conclude that a mutually facilitative world is preferable to an exploitive one. To me this does not mean that people will say, "It's nice to be nice, but when you get into the real world you better forget that soft touch stuff." It does mean that people will see that those who live in mutually facilitative relationships are really living their lives more fully.

The realization of this hope must begin in each of our personal lives where we must strive to be facilitative people at home as well as in our professional world. Facilitation must be something we are, not just something we advocate. Perhaps this hope of mine can be summarized by saying that I hope counselors will become the kind of people who live so fully that others will learn from their examples. When this happens, then, and, only then, will we become an integral, living part of society's fabric.

I have a hope that counseling and guidance will be an integral part of the decision-making processes at the highest levels of our society. Doubtless most of us see the parade of crucial decisions made by the highest councils in our world and wonder what effects they will have on the growth and development of a healthy human race. On the one hand, we must wonder how much impact we counselors and guidance workers have on those decisions as well as how much we ought to have. Perhaps my hope in this area ties to my hope that as we counsel and offer guidance with and to our clients, we also understand the larger context in which all of us live. This awareness will mean that we have cause to understand the interconnectedness of all the decisions made by mankind. Certainly we will give up our innocence as we come to understand that things like self-actualization may be unobtainable by those who are lost in poverty and other human tragedies. In a broader sense we must comprehend the family of man which affects and is affected by the small as well as the large decisions we make individually and collectively. Certainly we cannot turn our attention from the daily choices made by our clients (one individual or client systems of varied size) but neither can we neglect those which affect all of our lives. We need to be fully cognizant of both and to participate in the entire range effectively.

Fantasies of Programs and Counselor Functions in the Future

As we strive to realize the hopes mentioned earlier coupled with the provisions which will soon be possible through the new Education Amendments of 1976, we will find counselors and guidance workers less concerned about whether someone else is carrying out functions that are uniquely counselor functions. Rather they will assist teachers, students, parents, and others to carry out many helping functions which were once held sacred by counselors. They will make continuous assessments of the needs of those with whom they work and judge the success of their work by the extent to which these needs and interests are being met—for the individual first and secondly but not less importantly for society in general.

Counselors and guidance workers will be greatly involved in both the school and community and not afraid to work as interveners—change agents in the interest of those they assist. Their assistance will be provided for a wider range of people in terms of age, ethnic origin, life style, and competencies, and their efforts will be for both the remedial and developmental purposes over the life span.

The deep concern to differentiate career guidance from vocational guidance, occupational counseling from vocational counseling, vocational education from career education, and vocational development from career development and what often amounts to turf protecting or "gate keeping" will gain less of our professional time. More concern will be placed on team effort in the interest of facilitating growth and development as opposed to spending endless hours defining terms and specifying functions. Priority will be given to drawing from a variety of approaches the aspects that are effective in helping people learn skills which enhance their human dignity.

Programs to decrease unemployment by involving young adults in a variety of work experiences will be very visible. Some of these will be offered in urban guidance centers that will be quite varied in nature. Others will be work programs which will be similar to some Youth Corps and CCC (Civilian Conservation Corps) programs.

Business, industry, and labor will increasingly join the team effort to provide young people, teachers, counselors, and guidance workers a chance to learn about opportunities available in their community settings and elsewhere. Actual in-service training and hands-on experiences will be

provided through industry-business-labor-education team efforts. Community resource people will be frequent participants in various guidance and counseling activities.

More information than ever before will be available due to the various information systems and centers being established throughout the nation and the improvement of ways to have these data readily accessible in a very short period of time for those who wish and need to use them. My hope would be that great caution be taken in making appropriate use of these data in assisting individuals to plan next steps in their career development.

Greater effort will be made through guidance and counseling programs and other attempts to reduce sex stereotyping in all education and vocational endeavors. The result of these strivings will be seen in an increased number of women entering a greater variety of careers and occupations in the world of work at all levels.

Greater numbers of both male and female students will be visible in courses and experiences once viewed as reserved for males or females, whatever the case might be. For example, greater numbers of young men will be enrolled in stenographic and business courses, and homemaking and nursing, while young women will be found in auto mechanics, shop, building trades, and some aspects of the military heretofore viewed as for males only.

Counselors will work closer with teachers, administrators, and other personnel in the development of curriculum and materials which will improve the facilitation of student career development within the classroom and community setting. Resource and curricular materials will reflect changes to eliminate sex role stereotyping.

Vocational development, career development, personnel development, and many other descriptions of packages will be available from many sources to assist guidance counselors, practitioners, etc., in improving the educational experiences of those they attempt to assist.

Placement, particularly at the job entry level, and, to a lesser degree, in post-secondary programs will be a concern of those in programs of guidance and counseling. Many will view placement as the primary index of a successful and accountable program for meeting the needs of young adults specifically, and the demands of society for putting more people to work. Work-experience programs of many kinds will be sponsored by schools, industry, business, labor, and other community and national programs as well as programs which result from combinations of all of these. The goals and models for the programs will vary from that of increasing motivation to work and developing awareness of the world of work, to the acquisition of adaptive decision-making and other specific skills to perform a particular job. The youth unemployment population may be the most noticeable common factor of this smorgasbord of programs.

Counselors and guidance workers will increasingly have major responsibilities for placement of students and others whom they assist. Differences among educators and practitioners as to what constitutes placement, however, may continue to be evident with many counselors and educators viewing it as the next step in progression of individual vocational development and a large body of others perceiving it as successful job entry per se.

In the future, counselors will assume greater responsibility for follow-up and follow-through of those whom they help and for evaluation to determine the success of their effectiveness in helping individuals plan, be placed, progress, and be satisfied with their choices.

Suggested Legislation

Earlier I made an appeal for our banding together as a team of guidance workers for the deliverance of greater masses of people who are functioning effectively in our society because they have acquired and use appropriate life skills (decision-making and problem solving skills) and are helping those around them to learn and use their skills effectively.

Perhaps the greatest contribution to be made by a band of people committed to maximizing human dignity would be to conceptualize, recommend, and influence legislation which mandates actions, directions, and appropriations to operationalize the hopes and dreams of counselors and guidance workers for maximal growth and development of people everywhere. A major aspect of this legislation would focus on intensive preservice and in-service preparation of counselors to carry out their responsibilities for facilitating human effectiveness at very high levels.

The legislation might take the shape of an omnibus bill. The preamble should highlight the development of the total person, the need for understanding both the individual's unique world, the larger society, and the developmental tasks or coping behaviors which various target groups at various life stages must master in managing their environment in ways that are personally satisfying and productive to society. It should recognize the importance of counselors and guidance workers both in understanding people and acquiring the skills for (1) working effectively with teachers, administrators, parents, and other colleagues who, in turn, work with young people and others who need help; and (2) for helping people directly in meeting societal and personal demands in living with dignity. These skills would include those which result in self-examination and programs to increase the counselor's or guidance worker's growth and development. It would recognize programs of guidance and counseling as being central to facilitating an optimal learning climate for human development. Also, it would include actual skills which facilitate better knowledge and understanding of the client systems which they plan to assist. Counselors and guidance workers need to acquire knowledge about information to draw from in providing help for their clients and skill in personalizing these data in terms of their understanding of the individual or client system and the environment.

Finally, the counselor or guidance worker needs expertise in assisting his/her clients in the acquisition of problem solving and decision-making skills which provide a systematic method and options for directing actions in solving any problem. Such problems might include choosing an occupation, deciding on next steps in preparation for a profession, finding self-actualizing ways of using leisure time, and the myriad of other tasks associated with social roles crucial to functioning effectively throughout the life span.

The suggested legislation which would emanate from the above premise would include laws which support the initiation, maintenance, and improvement of comprehensive guidance and counseling programs to develop competencies in the areas alluded to in the preamble to suggested legislation as well as related competencies. The major focus would be on developmental needs of individuals from early childhood throughout the various stages of adulthood. This kind of legislation would help to put in perspective the mandates of many other very important laws which focus in on the development or understanding of dimensions which are related to the complex person whose total development we want to facilitate in positive ways.

Concluding Statement

These are some of my hopes about the future of guidance and counseling programs and the commitments of guidance workers and counselors. Also, these are my perceptions of how 1976 legislation

will give credence to my fantasies, and a strong plea for counselor and guidance personnel to work together toward influencing legislation that evolves around human development and the acquisition and use of learning skills which result in growth and productivity. This kind of legislation coupled with dedicated, committed counselors and guidance workers who aspire for justice and the best for all people, and who are willing to be examples of effective people as they assist others, will make our society a better place for many more people to live decently.

QUESTIONS AND ANSWERS

Question: Seemingly school counselors carry a stigma which causes students to resist going to them for guidance and career planning. What can be done to resolve this problem?

To me the problem is associated with counselor self-image. Counselors need to believe in themselves and in what they can accomplish for students. Equally important is the acquisition of counselor skills and "know how." Built-in experiences in preservice and in-service counselor education programs should be available to provide counselors the opportunity to explore who they are, what their goals and aspirations are, and learn decision and program development skills for continued growth and development as a counselor and as a person. We should have an ongoing program to update our skills in being effective counselors. Also, we must continue to involve ourselves in experiences which sharpen our understanding of the various target groups that we assist. This self-growth and development is a lifelong process. It pays off, however, in the individual feeling good about self and being effective in facilitating the growth and development of those you wish to help.

Question: Do counselors' problems lie in the fact that they have not conveyed their "success story" to the right "audiences" as means of facilitating their own role in educational settings?

That may be part of the problem. I think also that we can clarify our "success story" when we examine who we are as a helping team, identifying our strengths in helping people. Another part of the problem may be ensconced in the fact that we have such strong needs to be viewed by students as "the most helpful person," that we have difficulty examining any feedback that suggests we have room for improvement.

Question: What can counselors do to change their image with people?

A counselor who feels good about self and her/his ability to affect positive changes in individuals is most concerned about positive outcomes for those helped and less so about who gets the credit for bringing about these changes. Helping is a team effort and the team impact is what should matter most. So often we are struggling with the need for justifying the counselor's existence that we have less time to direct at making positive differences in the lives of others.

Question: How essential is retraining to the emerging role of the counselor?

Retraining is highly essential. Counselors need to learn how to help teachers. It is taking too many counselors too long to acknowledge teachers as important team members because of our overwhelming concern for our own image. Also, too few counselors have the kind of expertise that could be developed through counselor in-service or ongoing training to work with parents who have such great impact on their children. Increasingly counselors need to be involved in curriculum development and staff development. Retraining is essential to making effective contributions in these areas.

Question: What is your sense of a trend with regard to specialization vs. generalization of the educational professional?

I think we are becoming more specialty oriented. Many times, however, people whom we call specialists are doing many things that generalists should do. Many responsibilities and functions of specialists and generalists are overlapping. Also many skills that we view as uniquely those of the counselor specialists can be taught at various levels to others who could comprise the team, thus expanding the size of the team and the effectiveness of the joint team effort.

Question: What can be done to change the image of counselors?

We have to communicate to the public how counselors contribute to the educational development of individuals in various walks of life. We also must be sure that we see ourselves as contributing people and clearly know how we contribute in the facilitation of a growth climate for learning. Our public wants observable evidence such as kids liking their schools better and therefore remaining in these schools and being less destructive in them. If counseling decreases destructiveness and saves money on repairing schools and facilities, this is evidence. It might be difficult to show that counseling results in decreased unemployment in a short span of time. However, it might result in more youth being enrolled and participating in various vocational, trade, and community programs which might represent motivation to formally prepare self to enter the work world. An observable outcome of a good guidance and counseling program is decreasing dropouts and absenteeism from school. These kinds of results serve to improve counselor image because we are seen as people who coordinate programs that make a difference.

Question: How do we change the environment in which counselors must work (i.e., school administrative climate) to allow them to fulfill their intended roles?

As change agents we first need to have a full understanding of the environment in which we work. Next, develop and use effective intervention strategies through the utilization of important linkage persons in bringing about significant changes in the client system and in individual people. A good track record in terms of the positives that can be expected from team effort can also help.

Comment from audience: The last three themes—training, image and clarity of role—are very important but there is a problem in terms of achieving change in these respects because of administrative constraints. For example, a national survey in the late '60s found that both counselors and teachers wanted to do a lot of guidance activities but they were constrained by the things that were imposed upon them by the administration, primarily the school principal. They did a lot of these things not related to guidance such as coaching, substitute teaching, attendance taking, etc. Related to that there was a classic study in industrial psychology which found that if you take people out of industry and train them to do something, bring them back into industry, and the administrative climate is not conducive to that training, then there is no change. What I'm saying is that we have to get to the superintendents and principals to bring about change.

Hicks: I agree with you. That's what I had in mind in terms of counselors being willing to be change agents. Part of counselor training assists them in learning ways of bringing about changes within systems where they work. I like to view the system as a client. It's one thing, however, to understand the problem and another to know what to do and where to realistically start impacting on the administrative structure.

Comment: One way to bring about change is to unionize. If the administrative climate continues to be contratherapeutic or contra-programmatic, counselors will be forced into doing things like unionization.

Hicks: You're offering unions as one alternative that seems to work. You also are giving some thought to the least intervention that you can realistically and ethically initiate in order to bring about positive changes within the system. The latter may be a different way of viewing the problem. I can imagine that many counselors often have a feeling of hopelessness because they have something to offer the system but have to fight the system to make that contribution. It might help for people like ourselves to meet and consider ways of bringing about changes within school client systems that are more conducive to learning. Study the system as you would a client and determine intervening strategies which could change the system and thus resolve or at least alter the problem. In terms of our educational preparation, we for the most part, have not been taught strategies for bringing about changes in client systems. Our intervention strategies, in many instances, are the "trial and error" approach. If we are going to be effective change agents in schools, we need to plan in-service and preservice experiences for both analyzing and managing the system so that counseling efforts have increased growth producing impact on the membership.

Question: My assumption is that an outside agent would need to be invited in to work with a school system. Just who would assume leadership—universities, state departments of education?

The leadership should come from a combination of both universities and state departments of education.

Question: What's happening to federal funds for use in supporting state leadership activities?

If you really see the communication gap between administrators and counselors to be a real problem, you might also consider ways of generating the kinds of proposals that will help the Office of Education fund your efforts.

Question: Currently funds are being passed through the states to the local districts and disappearing in local districts. However, I see no evidence that any retraining is taking place. Prior to this the state department could provide some assistance.

As a group of helpers, you may wish to explore other kinds of problems that limit the effectiveness of counseling and guidance on the positive growth and development of individuals. You may explore further what your ethical commitments are to plan strategies to eradicate the different deterrents to counseling and guidance success. The group might explore logical approaches in pursuit of solutions to them. You could come out of these sessions with small groups of people saying that they will band together and do many things on their own in an effort to be in concert with their deep commitment to provide the best that they have in helping their clients.

Question: You're saying that it must be up to the local district then?

I'm saying it is up to the individual. I'm also saying that it has a lot to do with how the person himself/herself perceives his/her role and how we support each other in terms of recognizing the barriers

to our professional successes and of how we can assist each other. I'm saying that there are several ways to look at the situation.

Question: Assume that I'm a superintendent with twenty-four counselors and the resources to keep them on full salary and give them twelve months of sabbatical leave to do whatever they want to do to develop themselves. Where would you suggest I send the traditional counselors?

There are a variety of answers. Some of them can come from pooling the resources of people around you. Since you have no money problem, you could be the person to bring these resource people together. You might prioritize the concerns and determine what your next step should be. It seems important that this type of input workshop be in your setting immediately. The workshop or series of workshops might focus on helping counselors improve their effectiveness or, more specifically, developing skills for bringing about changes in the system.

Question: When you look at the in-service and preservice implications which are embedded throughout titles I, II, and III of the educational amendments, realizing that some of those funds will be utilized as federal level has some kind of national impact on training of people in the counseloring profession, how do you invision the use of educational amendment funds for in-service and preservice training and counseloring and guidance personnel for the next five years. What kinds of shape and focus on impact might that have?

I see shapes, not just one shape, and I see working with a variety of persons to determine some of the shapes that programs can take to help counselors and those persons who work with them and acquire some of those skills that are necessary to be effective. The shapes ought to come from what we feel are needs and assessment of the existing programs, making some decisions as to what needs be done to make them more effective.

It seems to me that the vehicle for providing in-service/preservice activities for counselors or staff development is clear but the directions that these will take will be determined by you. If you have very strong feelings about these programs you should continue to convey your concerns and desire for clarity of this issues and for funding to reflect the priority given to in-service/preservice training for counselors.

Question: In light of the legislative thrust that you spoke of in guidance and counseling "Coming of Age in 1976," how do you see the Career Education movement evolving?

Right now there are new hearings on Career Education amendments. All seem hopeful that these will finally result in new legislation that will keep Career Education alive. I don't know the answer right now except to say that it is under consideration. I have hopes!

Question: Do you see a place for guidance and counseling now that you have touched on the adults in correctional institutions?

Yes, I do.

Question: Is this a special area where a particular kind of training is needed?

I think so. We have people working in correctional institutions now and I fantasize that more for all segments of our society will be in operation in the next four or five years. The number of people in correctional institutions reflects that something has gone wrong somewhere in the system in influencing their positive growth and development. Increasingly we need programs to help people learn how to work with the inhabitants of correctional institutions. It is some solace to note that some people think that something needs to be done to help these individuals and have the courage to try to assist them. Hopefully the counselors working in these settings can be multiplied by the percent of people who really want to work with this target group and have acquired skills and strategies through formalized experiences to carry out these desires with greater efficiency.

Question: How do you feel about using greater numbers of people with technical level preparations in various world of work positions working with professional counselors? Do you see this as a trend of fewer professional counselors and more of the technical type?

If these people have technical know-how in assisting people in career education, they all should be viewed as members of the helping team. I don't have any problems with the inclusion of the technical type person as part of the team so long as what we are doing is sound and that it enhance possibilities of people living meaningfully and productively. Everyone has a base to build on in the acquisition of counseling and guidance skills. In addition to the technical type, I would like to include parents and peers of target groups. We have not used either enough. Teachers certainly should be part of the guidance team and there are many resource people in the community who should be involved in the guidance of people. I believe that everyone can learn to help others at some level and many can be part of a guidance team. If we examine many of the functions that counselors perform, we will see that many can be done by other people at some level. To listen to somebody—to really hear what the person is saying is no unique counselor skill. Part of the problem that we encounter in life is that many of us are very poor listeners. I believe that fewer counselors than we would like to admit are minimally skilled listeners. No matter how many counselor skills we "give away" we will still need professional counselors.

Many counselors know how to create a climate by listening empathically so people can talk about their concerns. Just think what school, home, or a community would be like with parents listening to their youngsters and vice versa, administrators listening to other administrators and to teachers, the young listening to superiors and their peers and vice versa. Of course my hope would be that we would use this learning climate to acquire other needed living skills to live decently.